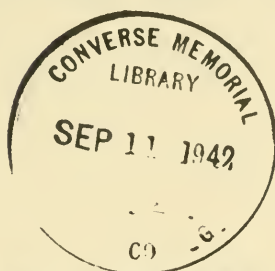


U. S. OFFICE OF CIVILIAN DEFENSE
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VOLUNTEERS IN CHILD CARE



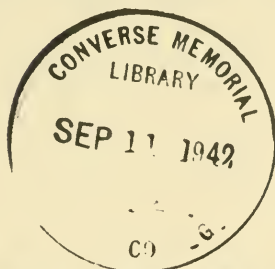
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With the Cooperation of
The Children's Bureau, Department of Labor
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March 1942

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For the use of Civilian Defense Volunteer Offices, children's health and social welfare agencies, local defense councils, and other community services and individuals interested in volunteer participation in child care programs

FOREWORD

One of the responsibilities assigned to the Office of Civilian Defense is to "provide opportunities for constructive participation by civilians in the war program." To this end, the Office of Civilian Defense is instructed "to assist other Federal agencies in carrying out their war programs by mobilizing and making available to such agencies the services of the civilian population." It is further instructed "to review and approve all civilian defense programs of Federal agencies involving the use of volunteer services so as to assure unity and balance in the application of such programs."

As a guide to the manner in which volunteers may be used, the Office of Civilian Defense is cooperating with a number of Federal agencies in the preparation of manuals on volunteer service. This manual is one of a series prepared in cooperation with the Office of Defense Health and Welfare Services, whose function it is to strengthen and extend the health, welfare, and educational services of the country to meet effectively the needs of all our people in time of war.

VOLUNTEERS IN CHILD CARE

I. INTRODUCTION

This manual points up the pressing need for volunteers in the child care field and suggests steps to be taken in a local community in the organization of a volunteer program in child care. It should be used in conjunction with the other manuals in this series released by the Office of Civilian Defense to assist communities in planning the participation of volunteers in health and welfare programs.

The term "child care" is used broadly to cover care of individual children and the community organization necessary to make such care effective. It will be interpreted to include (1) growth and development, (2) daily care and training based on developmental needs, (3) routine activities such as play, (4) medical and other health services and (5) social services.

The term "volunteer" applies to any person who gives services without pay. Volunteers supplement the services of paid staff. Some may be able to perform technical tasks because of previous professional training in such fields as nursing, social work, occupational therapy, recreation, and nutrition. Others without special training can perform other duties and by special preparation may be able to increase the scope of their usefulness.

This manual is intended to serve only as a guide, since local needs and resources vary.

II. WHY HAVE A VOLUNTEER SERVICE FOR CHILDREN

During the war, professional personnel will be taxed to the utmost to cover the expanded service needs in the child-care field. Volunteers can perform a very important job by assisting professional personnel to meet the needs created by the war. The understanding of what constitutes adequate community services for children on the part of volunteers and other citizens is the first step in arousing public interest in obtaining those services.

III. CONDITIONS UNDER WHICH VOLUNTEERS MAY MAKE AN EFFECTIVE CONTRIBUTION

The volunteer serves in the child-health or social-welfare agency in order to make a contribution to the service of the agency. Volunteers should be referred only to agencies or jobs in which real, constructive service is possible. Child-care agencies should explore carefully the possibilities of volunteer participation in their own work in the light of the present emphasis on the value of the volunteer and war-time needs.

Each child care agency should keep in mind the following points:

A. The agency leaders must be convinced of the value of volunteer participation.

B. Possible volunteer tasks in the agency should be outlined and arrangements made with the proper office for assignment of volunteers on a basis mutually agreed upon.

C. Some staff member must be appointed to be responsible for the program, and adequate supervision by professional workers must be arranged.

D. A training program, both on and off the job, should be developed in relation to the community's general training program for volunteers.

The importance of proper planning on the part of the agency cannot be overemphasized if volunteer effort is to make its maximum contribution.

IV. STEPS IN THE ORGANIZATION OF A COMMUNITY VOLUNTEER SERVICE PROGRAM

The initiation of volunteer programs for children will differ in various communities. In every case, however, a representative group of child care leaders should be brought together. It is important that public and private child care agencies which can use volunteers be represented in the organizing group.

Following this organization meeting, a small committee of leaders in the child care field should be charged with the responsibilities of working out the details of the program. This committee should take the following responsibilities:

1. *List all local agencies working with children.*
2. *List possible volunteer tasks*, through consultation with the agencies. (See list on pages 3-4.)
3. *Assist the local Civilian Defense Volunteer Office in recruiting the needed volunteers.* The nucleus for such a group will be found among the volunteers already working with children or registered in the volunteer office.
4. *Provide for the training of volunteers*, particularly those who will be in direct contact with children. Suggestions for a basic course and for advanced training programs are made on pages 5-9.
5. *Cooperate with the Civilian Defense Volunteer Office and the agencies in the assignment of volunteers according to their interest, training, and ability.*

V. OPPORTUNITIES FOR VOLUNTEERS

The more important services for children in the health and welfare fields may be classified as follows:

1. *Maternal and child-health services*, including public and private health agencies, health education, child-health conferences, hospitals and clinics, school medical services, tuberculosis associations, nursing services, child-guidance clinics, and a variety of other health activities. (See manual on *Volunteers in Health, Medical Care, and Nursing.*)
2. *Leisure-time and informal-education activities*, including public playgrounds and recreation centers, boys' and girls' clubs, and numer-

ous leisure-time and group-work programs. (See manuals on *Volunteers in Education and Volunteers in Recreation*.)

3. *Social services for children both in and out of their homes* including case-work services, care in institutions and boarding homes, public assistance, juvenile court and probation work, day nurseries, and day-care centers. (Discussion of child-care activities in nursery schools can be found in the manual on *Volunteers in Education*.)

Suggested services for volunteers are listed below:

A. Services in specialized fields for children:

1. *In maternal and child-health conferences and out-patient clinics* (Volunteers in many of these tasks should be trained as nurses' aides).

- a. Preparing children for examination.
- b. Weighing, measuring, and taking temperatures.
- c. Assisting at examination and with simple laboratory procedures.
- d. Interpreting foreign languages.
- e. Assisting in educational demonstrations.
- f. Explaining use of health publications.

2. *In hospitals, convalescent homes, or child-care institutions:*

- a. Assisting in daily routine care of children, such as washing, clothing, and feeding.
- b. Assisting in housekeeping. Helping in diet kitchens, dormitories, and supply rooms.
- c. Supervising daily activities, such as play, rest, and occupational therapy.
- d. Accompanying children on trips, visits, and for treatments.

3. *In health-education programs for parents:*

- a. Assisting in organizing health study groups and planning program events.
- b. Organizing distribution of health publications.
- c. Supervising sewing projects and making of home equipment.
- d. Demonstrating layettes, supplies for home delivery, and home equipment for babies.

4. *In settlements, agencies for leisure-time activities, boys' and girls' clubs, and so forth.* (See manual on *Volunteers in Recreation*.)

- a. Acting as group leaders.
- b. Supervising playgrounds.
- c. Instructing in arts and crafts, etc.

5. *Day nurseries, nursery schools, and play groups:*

- a. Supervising daily activities of children, such as playing, sleeping, eating.
- b. Assisting in housekeeping activities.
- c. Assisting in special activities such as music, excursions, etc.

6. *In child-placing agencies:*

- a. Aiding in the organization of classes for foster mothers.
- b. Helping locate possible foster homes for investigation by professional workers.

7. *In libraries:*

- a. Advising children as to choice of books.
- b. Checking books in and out.
- c. Organizing story-telling groups.
- d. Leading children's discussion groups.

B. Services common to all agencies:

1. *Office work:*

- a. Typing and stenography.
- b. Filing.
- c. Record keeping.
- d. Stockkeeping and making inventories of equipment and supplies.
- e. Telephone operation.
- f. Messenger service.
- g. Securing records and statistical data from other agencies.

2. *Work as a receptionist:*

- a. Receiving and directing visitors.
- b. Obtaining preliminary-record information.
- c. Giving out literature and publications.
- d. Making appointments.
- e. Supervising waiting room.

3. *Assistance in publicity programs:*

- a. Maintaining files of clippings and publicity material.
- b. Making newspaper contacts.
- c. Cooperating in public-speaking programs.
- d. Preparing exhibit material.

4. *Miscellaneous:*

- a. Securing, preparing, or reconditioning supplies, clothing, toys, books, etc.

VI. QUALIFICATIONS OF VOLUNTEERS

Volunteers selected to work with children should have:

- A. Affection for and understanding of children and patience in dealing with them.
- B. Sufficient free time that the volunteer can devote regularly to volunteer service.
- C. Some special ability, skill, or interest.
- D. Conviction that a worth-while job is being done and desire to forward its work through volunteer effort.

Opportunities are available for both men and women. Persons with professional training may be able to give part-time service; for example, nurses, nutritionists, home economists, day nursery and nursery-school workers, physicians, psychologists, social workers, kindergarten teachers. Persons without particular skills can enroll in training courses organized by local communities, some suggestions for which are given in this manual.

It is suggested that those volunteers who have completed a basic course of training similar to the one included in this manual or who can show that they have preparation and background equivalent to

such basic course, be termed "child-care volunteers." The term "Child-care volunteer" should be used to denote only those volunteers who meet certain minimum requirements which should be not less than the completion of a basic course as suggested herein. The designation will then serve as recognition of a successfully directed effort and as a recommendation in the placing of the volunteer in a health, welfare, or other agency serving children. It is suggested further that the term "child-care volunteer" be applied particularly to volunteers assisting with care of and services to younger children so that it will not be confused with terms applied to volunteers participating in group work with older boys and girls, as, for instance, "club leader."

VII. ORGANIZING TRAINING COURSES

Courses may be organized by the Civilian Defense Volunteer Office, local university, college, council of social agencies, or other community agency. Some central agency or the child-health and social welfare agencies in combination, might sponsor a basic course and the more advanced courses might be given by agencies in specialized fields.

Where resources are limited and courses cannot be organized locally, it may be desirable to provide for a State-wide course, including lectures and field practice facilities, which could be attended by persons from localities not equipped to give basic training. Persons completing the course would in turn help establish local programs for training child-care volunteers. The course for leaders should place particular emphasis on those phases of the program that are especially needed in their own localities.

The organization of a training course involves several steps:

1. *Securing competent instructors.*—Instructors may be secured from numerous sources, including public health and welfare departments, private welfare and educational agencies, professional groups, State universities, etc.

2. *Selecting volunteers to take course.*—When selecting volunteers for training, a short interview should be given, if possible by a trained professional worker, in order to determine the applicant's qualifications. Persons unqualified by temperament for this field should be redirected to the volunteer office.

3. *Determining content of course.*—The following basic course for training child-care volunteers is designed for communities with adequate resources and ample opportunity for observation and practice. The content of certain courses should be varied to suit local conditions, and the selection of facilities for field observation will depend upon community resources.

VIII. A BASIC COURSE FOR TRAINING CHILD-CARE VOLUNTEERS

The basic course for training "child-care volunteers" should be designed to give the volunteer a background of information regarding the normal development and every-day care of children, their problems and special needs, and community services available. It is suggested that the course be organized as a series of 10 to 12 lectures or discussion periods of 1 or 1½ hours each, field observation of at least 15 hours,

and, in addition, 50 hours of field practice and study in a selected field under professional supervision, making a total of about 80 hours. Field observation should provide for visits to a variety of agencies such as those listed on page 8. Field observation visits may be made during the period of the class discussions; field practice may be arranged as a continuation of the course after the class discussions are completed or may be begun before the end of the lecture period. The whole course may be concentrated into 1 month or spread out over 6 to 10 weeks.

In order to provide for continuity, it is important that one person with knowledge and experience in community projects for children should be responsible for the organization of the entire course, including the lecture series and assignments for field observations and practice. However, persons especially familiar with the various subjects should be called upon to talk about their special fields. It is preferable to have one person give several lectures rather than to have a different lecturer for each period. For example, a physician, preferably a pediatrician who is connected with a health agency, assisted by a public-health nurse, might give lectures pertaining to growth and development and health; a social worker, preferably one with experience in programs for children, might talk on the subjects relating to social adjustment and social services; a nursery-school or kindergarten teacher might discuss the importance of play in the life of the young child and child management; a recreation leader might discuss play and recreational programs for older children; a child psychiatrist or psychologist might discuss questions of mental and emotional development and of mental health. If any of these specialists is not available the best qualified among the leaders previously suggested could present material on these subjects.

A few books or bulletins on the subjects covered by the class discussions should be required reading for those taking the course for child-care volunteers. The books to be selected would vary according to the special emphasis to be given in the course. State departments of health, welfare, and education will have additional material.

The following 12 topics are outlined with the idea that some might be combined or expanded, allowing for greater emphasis on those phases of child care that community needs and local opportunities for volunteer services make of most immediate importance. Additional suggested material on content of lectures may be obtained from the Children's Bureau, Department of Labor, Washington, D. C.

SUGGESTIONS FOR CLASS DISCUSSIONS AND FIELD OBSERVATION AND PRACTICE CLASS DISCUSSIONS

1. *The volunteer's contribution to the health and welfare of children.*—A general outline of the course; discussions of the relationship of the volunteer to professional service, types of volunteer participation in the total child-care program, and methods of continuing volunteer interest.

2. *Growth and development of the child.*—The physical and mental characteristics of children at different ages, emphasizing the orderly progress of growth and development of individual variations in rate of development and in measurable characteristics.

3. *The care of the well child.*—The daily care of the infant and young child; the food needs of the child at different ages; preparation of food; clothing; sleep; habit formation.

4. *Health protection for the child.*—The importance and general principles of prenatal and postpartum care for the mother, the need of regular health supervision for the child, including medical and dental care, immunization, guidance in nutrition and mental hygiene, school lunch programs, preventive measures as applied to individuals and to groups of children, and community protective measures for all children.

5. *The sick child.*—The common disorders of childhood: emergency care in case of illness or accident. Special attention to be given to discussion of signs of abnormality and to handling of minor disorders frequently encountered in group care of children, such as colds, skin diseases, and pediculosis.

6. *The importance of play in the development of the young child.*—The meaning of play in the young child's life; constructive forms of play; the need for appropriate space and equipment for play; and the need for trained supervisors for play groups. The place of play in the young child's education and training.

7. *Recreational activities for children of school age.*—Types of play and recreation for children of school age, individually or in groups that promote development of physical and social powers, imagination, and creative expression. The role of the adult in the guidance of children's play. The relationship of school to play.

8. *Mental and social growth and development of the child.*—The needs of the child for affection, family security, recognition as an individual. Guidance in habit formation; development of wholesome attitudes and responsible behavior; modern ideas of child management. Influences outside the home that affect the development of the child's personality: companions, nursery school, kindergarten and school, church, clubs, gangs (undesirable and desirable), places of amusement, and so forth.

9. *Children under special disadvantages.*—The needs of children suffering from destitution, neglect, or other handicapping home conditions; or from emotional, psychological, or physical disturbances resulting in various forms of social maladjustment. The discussion should also include the social needs of children suffering from certain physical and mental handicaps such as defective vision or hearing, crippling conditions, or mental deficiency.

10. *Community health services for children.*—The health services that a community should provide for its children; the organization, services and relationships of health agencies, both public and private, which are providing services for children in the community.

11. *Community social services for children.*—The development and philosophy of social case work; the need for social services for children suffering from various personal or environmental handicaps; types of social services for children needed in a community; organization of services and relationships of social agencies, both public and private, providing services for children in the community.

12. *Community recreation and social-group-work programs for children.*—The recreational opportunities for children needed in a community; the organization and services of recreation and social-group-work programs existing in the community.

FIELD OBSERVATION AND PRACTICE

As has been suggested the total of 65 hours for field observation and practice might be divided into approximately 15 hours for field observation visits to various agencies and approximately 50 hours of field practice and study in a selected field.

A satisfactory plan of field work is illustrated by the following examples:

A. Field observation by visits to some of the agencies listed, to be made under immediate supervision of the person responsible for the course or for a class discussion on a related subject:

1. Child-health conferences—2 hours.
2. Home visit with public-health nurse—2 hours.
3. Settlement house—2 hours.
4. Day nursery or nursery school or kindergarten—2 hours.
5. Children's institution—2 hours.
6. Playground and recreation centers—2 hours.
7. Children's hospital—2 hours.

B. Fifty hours of field practice and study in blocks of 2 to 4 hours under professional supervision in any one of the specialized fields of work listed or in not more than two related fields:

1. Child-health conference.
2. Nursery school or day nursery or kindergarten.
3. Settlement or neighborhood house.
4. Playground or recreation center.
5. Children's case-work of child-placing agency.
6. Children's institution.
7. School-health program.
8. Public child-welfare-service program.
9. Children's department of a hospital or a children's clinic.

It is suggested that in some communities the 50 hours of field practice and study may be done in two fields when those fields are closely related. For example, a recreation center and neighborhood house might join in providing opportunities for field practice. A nursery school and day nursery or a nursery school and a child-health conference might do likewise.

CHILD CARE VOLUNTEER CERTIFICATE

With satisfactory completion of an approved basic course comparable to the one suggested, the volunteer may be awarded a certificate as recognition of completion of the course and of qualification to serve as a volunteer in child care. It should be understood that such a certificate does not give professional status.

It is suggested that the record of individuals trained as volunteers in child care be kept centrally by the local Civilian Defense Volunteer Office, and that the State Defense Council maintain a central file of the names of qualified child-care volunteers to form a reserve pool from which volunteers for children's services may be drawn in the event of an emergency.

IX. ADVANCED COURSES FOR CHILD-CARE VOLUNTEERS

For those who desire to take further training for volunteer service in a specific field additional courses are suggested. The courses to be given in the local community will depend upon local resources and needs. These specialized courses may be planned to include both class instruction and supervised field practice under the direction of an agency in the specified field. The class instruction in such a course may cover 5 to 10 hours or more, and may be so arranged that the lectures or discussion periods may be attended by volunteers who are engaged in their 50 hours of field practice in connection with the basic course. For the advanced course additional hours of field practice may be required. The suggested courses are:

COURSE I. CARE AND TRAINING OF THE YOUNG CHILD:

The baby's physical growth and development, environmental factors, care of the well baby, and care of the sick baby; the preschool child's physical growth and development, care and training of the preschool child; play activities of young children in nursery schools and day-care centers.

COURSE II. HEALTH SERVICES FOR CHILDREN:

Procedures in well-child conferences; clinics for sick children; children's hospitals or wards; convalescent homes for children; the public-health nurse's office in school health service and in group health education programs.

COURSE III. SOCIAL SERVICES FOR CHILDREN:

Social services for children in their own homes; services for children in foster homes; services for children in day-care centers and children's institutions.

COURSE V. LEISURE-TIME-SERVICES FOR CHILDREN:

Play and recreation in the life of the child; services for the young child; services for the older child.

COURSE V. UNDERSTANDING CHILDREN:

Emotional and social development of individual children and conditions necessary for their satisfactory development parent-child relationships; child management; problems of behavior in child guidance.

COURSE VI. ADOLESCENCE:

Problems relating to rapid growth and development, increased responsibility, the drive for independence, the need for social recognition; differences in rate of maturation; emotional pressures accompanying the maturing process; parent-youth conflict; guiding the adolescent; the employed child.

COURSE VII. COMMUNITY ORGANIZATION FOR VOLUNTEERS IN CHILD CARE:

(For local organizations or leaders of programs or training courses.) Planning for volunteers in child-health and social-welfare agencies; conditions under which volunteers may be accepted; types of work; organization of training, in-service training, and formal courses; adaptation of courses to resources of a community.

The Children's Bureau of the United States Department of Labor, Washington, D. C., will make available, upon request, additional material for use in organizing and developing either a basic course or advanced courses.

LIST OF REFERENCES

Aldrich, C. A., and M. M. Babies Are Human Beings. The Macmillan Company, New York, 1938.

An interpretation of the physical and emotional development of the baby, with advice as to management, based on the baby's needs as an individual.

Faegre, M. L., and J. E. Anderson: Child Care and Training. University of Minnesota Press, Minneapolis, 1940.

A book for parents and others dealing with children who seek information about the physical and mental growth and the care of the normal child. Emphasis is placed on the development of habits and attitudes and other aspects of social development.

Home Hygiene and Care of the Sick. American National Red Cross, Washington.

The textbook for the Red Cross courses of the same title.

Meek, L. H.: Your Child's Development and Guidance Told in Pictures. J. B. Lippincott Company, New York, 1940.

The essential facts of the development of young children portrayed in photographs and line drawings.

Rand, W., M. E. Sweeney, and E. L. Vincent: Growth and Development of the Child. Saunders Company, Philadelphia, 1940.

A text in which modern knowledge of child growth and development and principles of child care and training are integrated into an organic whole.

Updegraff, Ruth: Practice in Preschool Education. McGraw-Hill Book Company, Inc., New York, 1938.

A description of nursery-school practice as related to a background of theory concerning the objectives of preschool education. In addition to descriptions of activities directed toward encouraging the child's intellectual development and guiding his personality development and social behavior, there is a chapter on physical care and guidance that contains useful suggestions for the health protection of young children receiving any type of group care.

Thom, Douglas A.: Everyday Problems of the Everyday Child. D. Appleton & Company, New York, 1927.

A book for parents and others who have the responsibility of training children and providing them with suitable environment. The various chapters deal with actual problems of child training such as feeding, sleep, thumb sucking, anger, fear, personality changes following illness, and other similar difficulties. The book offers practical help in understanding the mental life of a child in relation to his physical and social welfare.

Thurston, Henry W.: The Dependent Child. Columbia University Press, New York, 1930.

A popular book for all who are interested in the historical development of programs for the care of dependent children. It seeks to give the reader perspective by describing indenture, almshouse care for children, congregate orphan asylums, indiscriminate placement of children in free foster family homes, leading to the time when sympathy and sentiment began to invoke the aid of science. The book's underlying theme is "What does *this* child really need?"

The Use of Volunteers in Children's Agencies and Institutions. Child welfare League of America. 12 pp. 1937.

A leaflet giving a brief outline for the development of volunteer service in children's work. It defines the place of the volunteer, suggests conditions which will insure the success of a volunteer program, methods for selection of volunteers and of assigning responsibilities, the training courses desirable and the types of service which may be given either individually or through special committees. A bibliography on volunteer service is included.

Butler, George D.: Introduction to Community Recreation. McGraw-Hill Book Company, New York, 1940.

A comprehensive volume interpreting community recreation, its significance, functions, objectives, program content, methods of operation, and relationships. Special consideration is given to those forms of recreation which require a considerable degree of organization and leadership and in which participation plays an important role.

Colcord, Joanna C.: Your Community: Its Provisions for Health, Education, Safety, Welfare. Russell Sage Foundation, New York, 1939.

An outline for the use of intelligent citizens desirous of securing a rounded picture of their own community, especially as to the provision which that community makes to conserve the health and safety and to promote the education and general welfare of its inhabitants.

Hiscock, I. V.: Community Health Organization: The Commonwealth Fund, New York, 1939.

A manual describing the planning, organization, administration, and procedures of community health work.

CHILDREN'S BUREAU, U. S. DEPARTMENT OF LABOR

The following publications may be secured from the Children's Bureau, U. S. Department of Labor, Washington, D. C.

Prenatal Care, 1938. 71 pp. (Publication No. 4.)

A booklet intended to supplement the physician's instructions to the mother. It includes discussions of the hygiene of pregnancy, common disorders and complications of pregnancy, supplies and equipment for home delivery and for the baby, and the care of the newborn infant.

Infant Care, 1940. 112 pp. (Publication No. 8.)

A guide to parents in the care of the baby during his first year. This booklet gives detailed information regarding general care feeding and habit training of the baby. It includes brief discussions of growth and development, health protection, prevention of disease, and the care of the sick baby.

The Child from One to Six: His Care and Training, 1937. 150 pp. (Publication No. 30.)

A guide to parents in the care of the young child. The development, general care, feeding, and management of the child, the health protection, and the care of the sick child are discussed. Emphasis is placed on habit formation and learning and the place of play in the child's life.

Child Management, 1937. 137 pp. (Publication No. 143.)

A booklet presenting the psychological background of child training and guidance, with discussion of some of the specific problems of child management.

Guiding the Adolescent, 1933. 93 pp. (Publication No. 225.)

A pamphlet designed to help parents to understand and guide the adolescent child. Information is given regarding growth and physical and mental development, but the chief emphasis is upon the manner in which these and external factors affect the emotional adjustment and conduct of the youth.

The Road to Good Nutrition. (Publication No. 270.)

A booklet presenting the characteristics of good and poor nutrition in children, types of malnutrition, the nutritional needs and hazards to good nutrition of the child in infancy, early childhood, and school age.

Facts About Child Health: March 1942.

A pamphlet presenting briefly the health needs of the child and the ways in which these needs can be met, with a summary of statistical data pertaining to material and child health.

Children in Democracy, 1940. 86 pp.

A general report adopted by the White House Conference on Children in a Democracy, January 1940; contains findings and recommendations of the conference relating to the present situation of the children of America.

Our Concern—Every Child, 1941. 77 pp.

An outline for study of State and community conditions affecting children. Designed primarily for groups wishing to compare local conditions with the recommendations of the White House Conference on Children in a Democracy. Includes standards of child health, education, and social welfare.

There are a number of publications issued by Federal agencies, which are free, and which would be of interest to the lecturers and to the students. A selected list of Government publications available for use in courses for volunteers in child care may be obtained from the Children's Bureau, United States Department of Labor, Washington, D. C.

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